ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

Iowa Assessments™
Grade 1

April 2015

TEST ADMINISTRATION MANUAL

SECURITY WARNING

All test items used in the Arkansas Comprehensive Testing, Assessment, and Accountability Program are CONFIDENTIAL and must be kept secure at all times. NO PART of this test may be reviewed, duplicated, or reproduced by ANY means. All consumable test booklets must be returned as directed.

Unauthorized use, review, duplication, or reproduction of ANY or ALL portions of the consumable test booklets is prohibited.

Important Dates

April 6-17, 2015   Administration window for Iowa Assessments™ at grades 1 and 2.

Developed at The University of Iowa by

Iowa Testing Programs

Houghton Mifflin Harcourt

Riverside

Contents

About This Manual

Purpose

This *Test Administration Manual* describes the procedures that test administrators should follow. This manual also provides the **exact** words to use with the administration of each test. By following the directions carefully, you will ensure that your test administration will be consistent with all others and that the scores you receive will be meaningful and useful.

How to Use This Manual

This manual is to be used during the administration of the *Iowa Assessments*™ Level 7 tests.

- Part 1 provides information you will need in order to prepare for testing.
- Part 2 contains instructions for administering the tests.
- Part 3 provides instructions for preparing test materials for scoring.

About the *Iowa Assessments* Level 7 Tests

Iowa Assessments assesses student achievement in Vocabulary, Reading, Language (Spelling, Capitalization, Punctuation, and Written Expression), and Mathematics.

Test Booklets

Test booklets for Level 7 are machine-scorable. Students will mark their answers directly in their test booklets.

Question and Answer Format

Questions are read aloud with the exception of the Vocabulary and Reading tests. All questions are in multiple-choice format. Students mark their answer choices in their machine-scorable test booklets by filling in a circle for each question.

Sample Questions

Each test begins with one or more sample questions to give students practice with the content and format of the test.

Test Descriptions

The following table describes each test, provides an estimate of the testing times, and lists the number of questions for each test. Administration times are approximate and are expected to vary with different test administrators and groups of students. Allow enough time so most students can finish each test.

Test	Description	Approximate Working Time (min.)	Number of Questions
Vocabulary	• Students are presented with a pictorial or written stimulus and select the best answer from a set of written responses • Includes nouns, verbs, and modifiers • Focus is on general vocabulary • Questions and response options are *not* read aloud	15	26
Reading	• Administered in two parts • Consists of picture stories, sentences, and written stories • Questions focus on literal understanding, making inferences, or generalizing from the information presented • Questions and response options are *not* read aloud	20 + 25	35
Language	• Questions emphasize student ability to use some conventions of standard written English • Four test sections assess spelling, capitalization, punctuation, and skill in written usage and expression • Questions and response options are read aloud	25	34
Mathematics	• Administered in two parts • Questions measure the understanding of and ability to apply concepts in the areas of number sense and operations, algebraic patterns and connections, data analysis, geometry, and measurement • Response options are pictures, numbers, or words • Some questions ask students to solve brief word problems with answer options that include "N," which means "Not given" • Questions are read aloud	25 + 25	41
Totals		2 hr. 15 min.	136

Accommodations and Modifications

A **testing accommodation**, as the term is used here, refers to a change in the procedures for administering an assessment. The accommodation is intended to reduce as much as possible the effect of a student's special needs or limited English language proficiency on the assessment process so that the student is assessed on an equal footing with all other students. Testing accommodations do not change the *kind* of achievement being measured; they change *how* that achievement is measured. If chosen appropriately, an accommodation will provide neither too much nor too little help to the student who receives it.

A **testing modification** is a change in the procedures for administering a test that may affect the constructs being measured. For example, reading aloud the Reading test represents a modification. A modification is sometimes necessary when an accommodation is not possible. A testing modification may lead to scores that differ in meaning between students who received the modification and those who did not receive it. Local, school system, or state policy usually determines whether these scores should be interpreted differently.

English Language Learners (ELLs)

The purpose of using accommodations with English language learners is to be able to measure skills and knowledge related to the curriculum without significant interference from their limited opportunities to learn English and use it during assessment. Local, school system, or state guidelines should be followed when making decisions related to accommodations for ELL students.

Accommodations for Testing

Special Education (IEP) Accommodations

Testing accommodations may be made for students for whom standardized conditions are not appropriate but for whom the testing experience would be beneficial. Students may access any state-approved accommodations listed in their Individualized Education Programs (IEPs) and used on a regular basis in the classroom. However, IEPs may contain accommodations that are **NOT** allowed on the test, and these accommodations may **NOT** be used on the state-mandated testing. Testing accommodations may be made for students identified as disabled pursuant to P.L. 94-142 or for students considered as disabled under Section 504 of the Rehabilitation Act of 1973. Testing accommodations may be made for students identified as Limited English Proficient (LEP) as indicated in their Language Assessment Plans.

General directions may be repeated as many times as is necessary to inform students as to the proper **procedures** to follow when responding to directions.

On the other hand, specific item directions (i.e., item stems) cannot as a general rule be repeated as an accommodation. During the administration of the test sessions at grades 1 and 2 that are read aloud, Test Administrators may **NOT** repeat the questions for any reason. Test Administrators, particularly those administering to small groups, should be aware that the script must be followed verbatim and read only once. However, there may be exceptions to this general rule. If a student's IEP specifically calls for such an accommodation—that is, repeated questions—and if, in the opinion of the test administrator, such an accommodation is necessary in order for the student to participate in the testing event, then the accommodation should be made to the extent that the anticipated effect is to reduce the impact of the student's disability on the assessment process. That is, the accommodation is made so that the student's

responses are like those we would expect the student to make if that student had no disability. This is a judgment call that is best made at the local level. **All accommodations must be administered by an Arkansas teacher or administrator who is currently licensed by the Arkansas Department of Education (ADE) and has been trained in proper test administration procedures.**

Instructions on how to code the use of accommodations appear in Part 3 of this manual. Allowable Special Education Accommodations include, but are not limited to, the following:

Code	Definition
1 TRAN*	**a teacher transfers answers from the student's test booklet to an answer document or a consumable test booklet**
	This means that the student must write all answers in the test booklet. This must be done in an individual setting. The student may not have extra paper. The teacher is to copy the student's answers into the answer document or consumable test booklet exactly as the student wrote them. (Note: This accommodation is used with Large Print and Braille test booklets.)
2 REC*	**a teacher records the student's verbal responses and places them into the student's answer document or consumable test booklet**
	This means that the teacher writes the student's verbal responses into his/her answer document or consumable test booklet. This must be done in an individual setting.
3 SIGN	directions signed for a student with a hearing impairment
4 PREF	preferential seating (study carrel)
5 SMGT	small group testing
6 INT	individual testing
7 RST*	reading of the science test
	Important: *No portion of the reading or vocabulary test may be read to any student!*
8 MD	magnifying devices
9 NB	noise buffer
10 IS	individualized scheduling
11 ET	extended time
	Important: *All testing scheduled for a given day must be completed by the conclusion of that school day.*
12 LPT*	Large Print test booklet (not available for the *Iowa Assessments*)
13 BT*	Braille test booklet (not available for the *Iowa Assessments*)
14 AB	abacus

*The Test Administrator will complete the Affidavit Waiver Form.

In special circumstances, additional requests for assistive devices will be considered for special education students or students with a 504 Plan. The "Special Accommodations Request Form" must be obtained from the ADE. Contact the ADE Office of Student Assessment at 501-682-4558.

LEP Accommodations

Accommodations are available for Limited English Proficient (LEP) students with an individual LPAC Plan. The accommodations must be used regularly in the classroom. Allowable LEP accommodations include the following:

Code	Definition
1 LEP - ET	extended time

Important: *All testing scheduled for a given day must be completed by the conclusion of that school day.*

2 LEP - WTWD	word-to-word dictionary

If it is part of a student's LPAC Plan, Limited English Proficient students may use an English/native language word-to-word dictionary that contains no definitions or pictures.

3 LEP - IS	individualized scheduling
4 LEP - PREF	preferential seating (study carrel)
5 LEP - SMGT	small group testing
6 LEP - INT	individual testing
7 LEP - RST*	reading of the science test in English

Important: *No portion of the reading or vocabulary test may be read to any student!*

8 LEP - NB	noise buffer

*The Test Administrator will complete the Affidavit Waiver Form.

Note: Extended time means that the whole school day may be used for the portion of the test that is scheduled for that day. When extended time is allowed, students must complete each session in the order scheduled before moving on to the next session. Students who are at different points in the test schedule must be isolated from students on the regular schedule for testing, during breaks, and during lunch. Extended time does not allow students to go back into a session at a later time in the day to continue working or to complete unfinished items.

Accommodations that are currently NOT available include the following:
- audio cassettes
- languages other than English
- limiting multiple-choice answers
- reading any portion of a reading test

Special Coding

It is the School Test Coordinator's responsibility to complete the "Teacher Use Only" box on the back cover of the consumable test booklet after all testing is completed or else assign a Test Administrator to do so. Procedures for doing this coding appear in Part 3 of this manual. Coding should be done by school personnel rather than by students. The School Test Coordinator or the person authorized to mark the Free and/or Reduced Lunch section are the only persons who should mark this box. It should be done after all tests have been administered so that incomplete student erasures and stray marks in these areas can be detected and so that the most accurate information can be coded.

Test Administrators

The tests and directions were designed for relatively easy administration by classroom teachers. All personnel who administer the *Iowa Assessments* and/or who act in a supervisory capacity during testing must be currently licensed by the ADE as a teacher or administrator. The district must develop and conduct a training session for Test Administrators prior to the test administration. This training is required by regulation.

Physical Arrangements

If there is a choice of rooms in which to give the tests, choose a room with good lighting, enough space to prevent crowding, and adequate writing surfaces. Students must be able to handle an open 8.5-inch by 11-inch test booklet. Desks or tables should be used in preference to tablet-style armchairs, and work surfaces should be cleared of extraneous materials. During testing, students should be separated from each other by a reasonable distance to encourage independent work and to prevent collaboration. A seating arrangement that discourages copying and talking is more effective than a warning against such behavior.

The environmental conditions in the room can contribute either to successful testing or to scores that underestimate student achievement. Problems associated with heating, ventilation, lighting, and noise can distract students and cause some to have lapses in concentration. Likewise, visual distractions outside the classroom windows may interfere with students' test taking. The goal should be to establish a room environment that permits students to demonstrate their actual achievement levels without creating an atmosphere that is so unusual that it becomes a distraction.

Bulletin board displays, charts or diagrams, or other such educational aids that would give undue assistance during testing should be covered or removed temporarily.

Finally, some advance thought to seating patterns (who will sit near whom) may prevent behavioral problems that could be disruptive during testing. In view of the effort put forth by the students and teacher, it would be most unfortunate if the scores of all students in a class had to be discounted because of the persistent disruptions of one or two students.

General Directions

Prohibited Calculators and Electronic Devices. There are two tests, Mathematics: Part 1 and Mathematics: Part 2, in which mathematics will be tested. Calculators may **NOT** be used on either test. No electronic devices with photographic capabilities shall be accessible at any time during test administration. Other electronic equipment that allows for communication among students shall **NOT** be accessible at any time during test administration (e.g., cell phone, iPod®, MP3 player).

Materials. After distributing the test booklets, always ask students to check the name on the student label on the test booklet they have received to ensure that each student has the correct test booklet. Students will need one No. 2 pencil with an eraser and soft, black lead for marking in their machine-scorable test booklets. Hard-lead pencils (e.g., No. 2.5), colored pencils, crayons, and ink cannot be read by the electronic scoring equipment. Do not use mechanical or golf pencils.

Distributing and Collecting Materials. The tests will be administered in the order listed on page 1: Vocabulary, Reading, Language, Mathematics. The following procedures will help ensure that each student will receive the same test booklet each time materials are redistributed.

1. Direct students to keep the same seats throughout all testing periods.
2. Distribute the test booklets in the same prearranged order each time.
3. Collect the booklets in the exact reverse of this order each time.

The test questions should be read at a rate at which the students are accustomed to listening. Rapid reading may hamper enunciation, and slow reading may unduly lengthen the testing sessions.

Guessing. No satisfactory method has been devised to "correct for guessing." To the extent that students guess blindly or mark responses randomly, their achievement skills are not being measured. Hence it is best to do everything you can to discourage random guessing. Students who work at very slow rates should not be directed to "just mark something." Educated guesses are based on some relevant information, but random guesses are no indication of competence. The former should be permitted, but the latter should not.

Practice. Each test in the battery begins with a sample question to give students some practice with the task at hand. These sample items represent the only kind of "practice" students in the norm group received. Extensive experience with primary-grade testing indicates that no further practice is needed for most students to understand what to do.

Teacher Location. Since most tests in the battery are administered orally by the teacher, it is important for the teacher to find a central place to stand so that all students can hear well. A voice that cannot be heard well may cause some students to misunderstand the test tasks. If the teacher moves about the room during testing, voice volume and clarity may vary dramatically for some students. A central location facing all students should optimize listening conditions and allow the teacher to decide when students are ready to begin the next question.

Marking Information on the Test Booklets

Student Labels. Two sets of student labels will be provided to each school in alphabetical order by student last name and will need to be separated and sorted by testing classroom/group. One set of student labels is provided for use on the grade 1 consumable test booklets so that student information requested on the student demographic page will not need to be entered and coded for students for whom labels have been provided. The other set of labels is provided to track each student's scratch paper.

The student labels contain district and school information along with the student's name, State Reporting Identification Number, birth date, gender, ethnicity, and grade. The label also includes additional student information in the barcode (SS ID, Monitored Former LEP status, ESI Code, Limited English Proficient, Free and/or Reduced Lunch status, and Gifted and Talented status); therefore, the Preliminary Demographic Verification Roster must be used to check the student information prior to testing. If any of the information on the Preliminary Demographic Verification Roster is not correct, it **must** be updated in eSchoolPLUS **by the end of the day on Friday, April 3, 2015.**

Student labels are provided on perforated strips to facilitate the separation of individual labels. If a label is torn or damaged during the separation process, do not use it. Instead, enter and code boxes 1–7 on the consumable test booklet for that student. (There are two labels provided for each student. If one of the student labels should become damaged, it is more important to use the undamaged label on the consumable test booklet than it is to use it on the student's scratch paper.)

Schools may provide each student with one (1) piece of scratch paper for use during the test session for the Mathematics: Part 2 test. Place the second student label in the top right-hand corner on the scratch paper prior to testing. If a student does not have a label, the student's State Reporting Identification Number, name, and school must be written on the scratch paper. Even if a student does not use scratch paper, the paper still must be returned to Questar at the conclusion of testing because the student will have had access to it.

It is extremely important that labels be affixed correctly to the test booklets so that the scanning equipment can properly read the barcode. Student labels must be carefully and precisely affixed within the dotted lines in the middle of the back cover of the consumable test booklet (or within the dotted lines on the Student Not Tested Form). The bottom of the label should be aligned with the triangular marks; the label will partially cover the student name grid on the consumable test booklet. Do **NOT** apply the student label to box 1. Student information cannot be captured if the label is not applied in the correct space. For students not tested, the student label should be aligned in the box on the Student Not Tested Form.

Information requested in box 1 (District/School/Class Information) must be entered by the Test Administrator prior to distributing consumable test booklets to students. If a label is used, only the Classroom/Group Name field in box 1 and sections of the "Teacher Use Only" box with an asterisk must be completed.

Incorrect Student Labels. If the student's <u>school, grade, State ID number, and/or last name</u> are incorrect on the Preliminary Demographic Verification Roster, the student's label cannot be used and all demographic information must be completed. If any other information is incorrect, the student label must still be used. Student label information will be used to match students to the appropriate, corrected record in eSchoolPLUS. If a student label is not provided or a label is damaged for grade 1 or 2, boxes 1–7 on the back of the consumable test booklet must be completed by the Test Administrator.

Student Not Tested Form. A Student Not Tested Form for grades 1 and 2 is provided to districts and schools for students who received student labels but will not be testing. If assigned to do so, place the student label on the Student Not Tested Form and fill in the appropriate bubble above the label to indicate why the student did not test. Student Not Tested Forms should not be copied. If additional forms are needed, the District Test Coordinator should order them by contacting Questar.

Completing Student Demographic Information. Complete boxes 1–7 on the back of the consumable test booklet when there is no student label provided. If a student is not listed on the Preliminary Demographic Verification Roster, check to see if the student's information is in eSchoolPLUS and verify and make corrections as necessary. If a student is not listed on the roster or there is no information in eSchoolPLUS, verify that the student information on the back of the consumable test booklet is complete and add or correct the student's information in eSchoolPLUS.

Note: Both the Preliminary Demographic Verification Rosters and student labels contain confidential student information and must be handled accordingly. When not in use, they must be kept in a secure location. Rosters and damaged student labels must be shredded or otherwise disposed of in a secure manner. Information entered in the Student Name, State ID Number, SS ID, Gender, Ethnic Background, and Birth Date sections on the grade 1 consumable test booklet will **NOT** be picked up by the scanner if the student label is affixed. All the information must be entered and coded for students for whom labels were not provided.

It is extremely important that the labels be affixed correctly so that the scanning equipment can read the barcode. Labels must be carefully and precisely affixed within the space provided. If students apply the labels to the consumable test booklets, you must ensure that they do so correctly.

Information requested in box 1 on the grade 1 consumable test booklet **MUST** be entered by Test Administrators before distributing consumable test booklets to students regardless of whether or not a label is used. After all testing is complete, the "Teacher Use Only" box on the grade 1 consumable test booklets must be completed by the School Test Coordinator or the person designated to do so. If a student label is not included, the "Teacher Use Only" box must be coded with the following information as it applies to each student:

- Monitored Former LEP
- ESI Codes
- Free and/or Reduced Lunch
- Gifted and Talented
- Limited English Proficient (LEP)

Please note that Special Education Accommodations, Migrant Student, Highly Mobile, LEP student less than one year in the U.S., LEP Accommodations, and Student NOT Tested (on the inside back cover of the consumable test booklet) will need to be completed as appropriate after testing is complete. This information is not included in the student label barcode. If no student label barcode is available for the student, please code the student information manually.

Begin by locating **box 1, "District/School/Class Information."** In box 1, there are three spaces for your district, school, and classroom/group names. Print this information in the proper spaces.

Now go down to **box 2, "Student Name."** Print the student's name in the boxes—last name, first name, and middle initial. Print one letter in each box and fill in the corresponding circles in each column. If the student's name is longer than the spaces provided, print as many letters as you can. If the student's name is shorter, leave all unused boxes and circles blank.

Now find **box 3, "State ID Number."** In the boxes, write the ten digits of the student's State Reporting Identification Number. Print one digit in each box, then darken the circle for each digit. (If a student does not have a 10-digit State Reporting Identification Number, this section may be left blank.)

Now find **box 4, "SS ID."** In the boxes, write the nine digits of the student's Social Security Number or federally assigned ID number. Print one digit in each box, then darken the circle for each digit. Please note that a Social Security Number or an assigned identification number is required for each student. The Arkansas Department of Education will provide districts with a range of identification numbers to use if parents object to providing their child's Social Security Number or if none is available (see Director's Regulatory Memo #ACC-01-028). Please contact Susan Gray at the Arkansas Department of Education Office of Student Assessment at 501-682-4559 for additional information.

Now go to **box 5, "Gender."** Fill in the appropriate circle for the student's gender, either female or male.

Now find **box 6, "Ethnic Background."** Fill in the circle beside the best description of the student's ethnic background (fill in all that apply): Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, Black, or White. If there are questions concerning the appropriate response for box 6, please refer to the guidelines below.

> **1–Hispanic**—A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term "Spanish origin" can be used in addition to "Hispanic/Latino" or "Latino."

> **2–Asian**—A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

> **3–Native Hawaiian/Pacific Islander**—A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

> **4–American Indian/Alaska Native**—A person having origins in any of the original peoples of North and South America (including Central America) who maintains a tribal affiliation or community attachment.

> **5–Black**—A person having origins in any of the black racial groups of Africa.

> **6–White**—A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Finally, find **box 7, "Birth Date."** Fill in the circle for the month the student was born. In the boxes under the column that says "Day," write the day of the month the student was born. For birth dates one through nine, print a zero in the first column. Print one digit in each box. Now find the columns that say "Year." In the last two columns print the last two digits of the year the student was born. Now fill in the circle for either 19 or 20 and the circles that match the numbers you have printed.

Test Security Guidelines

Maintaining test security is a very serious responsibility for all currently licensed Arkansas personnel. Breach of test security is one of the actions for which teaching/administrative licenses can be revoked.

Districts must have a system in place to ensure that all materials are accounted for and kept secure during testing. Any action that leads to the invalidation of student test scores or compromises the security of the tests or test results will be viewed by the Arkansas Department of Education as an inappropriate use or handling of tests and will be treated as such. The following guidelines are to assist in determining which activities constitute testing improprieties, including breaches of test security:

1. The Superintendent or his/her designee in each school district shall be responsible for coordinating all local assessment activities.

2. All District Test Coordinators, School Test Coordinators, and Test Administrators shall be **currently** licensed by the Arkansas Department of Education as teachers or administrators.

3. The tests must be administered on the scheduled dates as specified in the manuals for the current administration. No portion of the test may be given early.

4. All test materials shall be inventoried upon receipt at the district and school. Test booklets and *Test Administration Manual*s for grades 1 and 2 must be kept in a secure area at all times, except during the formal testing sessions.

5. The tests must be administered in strict accordance with the instructions outlined in the manuals for the current administration. These instructions include reading directions verbatim to students during testing.

6. The Superintendent or his/her designee in each school district shall be responsible for ensuring that all district personnel involved in the testing have been properly trained as specified by the Arkansas Department of Education.

7. The Superintendent or his/her designee in each school district shall be responsible for ensuring that **all** assessment documents and student identification information are properly and accurately coded and that all students have participated in the appropriate grade-level assessment(s).

8. The Superintendent or his/her designee in each school district shall be responsible for ensuring that Individualized Education Programs, Limited English Proficient Language Assessment Plans, and/or 504 Plans shall specify any state-approved accommodation(s) available to students participating in the administration of standard state assessments.

9. The Superintendent or his/her designee in each school district shall be responsible for ensuring that **all** students enrolled in a state-tested grade or course shall be accounted for in the State Assessment System.

10. District staff may **not** read, review, or in any way duplicate or reproduce the test booklets, the associated test items, or other secure materials.

11. All District Superintendents, District Test Coordinators, School Principals, School Test Coordinators, and Test Administrators must sign the appropriate Test Security Affidavit. All Test Security Affidavits must be returned to Questar with the scorable materials.

12. Students must not be exposed to answers for items at any time before, during, or after testing.

13. Student responses to test items must represent the student's own independent and unaided thinking and must not be read, reviewed, or changed during or after testing. Cueing or assisting a student during testing will be considered a breach of security.

14. Students are not allowed to use scratch paper except for on the grades 1 and 2 Mathematics: Part 2 test. The use of scratch paper is considered a breach of security.

15. Students cannot have any materials (e.g., books, magazines, newspapers, homework) except testing materials during the testing sessions.

16. No electronic devices with photographic capability shall be accessible at any time during test administration. Other electronic equipment that allows for communication among students shall not be accessible at any time during test administration (e.g., cell phone, iPod, MP3 player).

17. During the test administration, Test Administrators should continually monitor the testing process by moving unobtrusively about the room. The Test Administrator is to devote total attention to the students being tested and not work on other things. Test Administrators shall not access computers or other electronic equipment during the assessment.

18. All test booklets and *Test Administration Manual*s for grades 1 and 2 (whether used or unused) and scratch paper shall be inventoried subsequent to testing and returned to the testing company in the prescribed manner on the prescribed dates. Failure to return all required testing materials by the required dates is a breach of security. Any test booklets or used Student Not Tested Forms not returned by the district on the dates required shall be reported to the ADE Office of Student Assessment.

19. All known violations of the Arkansas Department of Education security regulations shall be reported in writing, signed by the reporter, and addressed to the ADE Office of Student Assessment. All security violations shall be investigated by the state.

Test Security Procedures

Shrink-wrapped secure materials may leave the district's secure location no more than five (5) school days before the first testing session. However, it is strongly recommended that materials not leave the district's secure location more than three (3) school days before the first testing session unless the size of the district absolutely necessitates more time for distribution. The *Test Administration Manual*s for grades 1 and 2 and all test booklets are secure materials.

Security ID numbers have been assigned to and printed on the *Test Administration Manual*s for grades 1 and 2 and all test booklets. These materials are shrink-wrapped with a label that indicates the security ID numbers of the documents enclosed and the quantity included in the package. For security reasons, the shrink-wrapped packages of *Test Administration Manual*s for grades 1 and 2 and all test booklets may be opened, for organizational purposes only, no earlier than one (1) school day before the first day of testing. No one may look inside test booklets for any reason. No *Test Administration Manual*s for grades 1 and 2 and no test booklets should be distributed to Test Administrators until the first day of testing.

During each testing session, students must use the same consumable test booklet given to them at the beginning of testing. Therefore, it is strongly advised that students be tested in the same group each day.

No part of any examination may be downloaded into any assistive device.

Schedule Tests

Recommendations

- Administration times are approximate and are expected to vary with different test administrators and groups of students. Allow enough time so most students can finish each test.
- Each school or school system can decide on the number of tests to administer per day and the number of days to test. We recommend that you administer the tests subject by subject over multiple days rather than all subjects on a single day. This will minimize any adverse effects of student fatigue on performance.
- If you are not using barcode labels, you should complete the student identification and demographic information on the test booklets prior to testing.
- A given testing session may encompass one or more tests. If you administer more than one test in a given testing session, we recommend allowing a few minutes of rest between the tests.
- Encourage students to sharpen pencils during breaks to minimize interruptions during testing sessions.
- For each testing session, allow an additional 10 minutes to distribute and collect test materials.

Obtain Materials

Supply List

The following items must be available when testing begins.

✔	**Test Administration Manual**	You will need a copy of this *Test Administration Manual*.
✔	**Machine-Scorable Test Booklets**	Make sure you have one machine-scorable test booklet of the correct level for each student plus a test booklet for yourself.
✔	**Pencils**	Each student should have two sharpened No. 2 pencils with erasers.
✔	**Scratch Paper**	Each student should have one sheet of scratch paper for the Mathematics: Part 2 test only. When scratch paper is used, distribute the scratch paper at the start of the testing session.

Distributing and Collecting Materials

When tests are given in several sessions, the test materials must be collected after each session and redistributed to students at the start of a new session.

1. Direct students to keep the same seats throughout all testing sessions.
2. Distribute the test materials in the same prearranged order each time.
3. After distributing the test booklets, always ask students to check the name on the student label on the test booklet they have received to ensure that each student has the correct test booklet.
4. At the completion of each testing session, instruct students to close their test booklets.
5. Collect the test materials in the exact reverse of their distribution order each time.

Emergencies and Irregularities During Testing

Guidelines

It is not possible to provide specific guidance for emergencies and irregularities, but there are some principles that are reasonable to consider under many circumstances.

- The welfare of the students should always be of primary concern. Whatever action might need to be taken should put the health and safety of students first.
- The security of the test materials must be maintained. If the testing room must be evacuated, lock the door if possible. If testing is interrupted, ask students to close their machine-scorable test booklets.
- Document the details of the irregularity. These details will help to determine what actions may need to be taken so that useful scores can still be obtained. Contact your test coordinator for instructions on how to document the emergency/irregularity and next steps.

Begin the First Testing Session

Follow Printed Directions

Follow the printed directions **exactly**.

- Read aloud **word for word** the text printed in blue and preceded by the word "SAY." The text printed in brown is important information, but it should not be read to the students.
- Read the directions for each question only once. **Do not repeat the directions.**
- Do not read the question numbers aloud unless instructed to do so.
- Speak **distinctly** and at a **constant rate**. Do not use inflection in your voice that could cue students to the correct answers.
- Allow just enough time for all students who are capable of finishing a question to do so before you begin reading the directions for the next question. Some students might not finish some questions.

Provide Appropriate Assistance

- Help the students only with the procedures for marking their answers. **Do not give them any help with the test questions or with picture identification.** In some questions, students are told the names of the pictures as part of the oral directions. In other questions, however, it is important that the students themselves identify the pictures.
- Verify that students are working in the correct section of the test booklet. Each separate test in the test booklets has a color-coded bar across the top of the pages. The pages of this *Test Administration Manual* are color coded to match the colored bars in the test booklets. Use the color coding to help you verify that students are working in the correct section of the test booklet.
- Verify that students are on the correct page. Page locator art appears at the top of the first page of each test or test part. The directions reference the page locator art to help students find the correct page. Use the page locator art to verify that students are on the correct page at the beginning of each test.

Checklist of Testing Preparations and Procedures

The following checklist will help you get yourself, your students, and your classroom ready for testing.

A. Before Testing		
	1.	Talk with students about the purposes of the tests, the procedures you will be using, and the ways in which the results will be shared with them. See the section "Prepare for Testing."
	2.	Attend local test administration training, including discussion of the test schedule and procedures, how to appropriately provide accommodations, and how to obtain answers to questions. Review Test Security Guidelines on pages 11–12.
	3.	Receive testing materials, including student labels, from the School Test Coordinator and sign the Test Booklet Security Form and the *Test Administration Manual* Security Form.

	4.	Check on the availability of the following materials:
		   a. There should be one test booklet per student.
		   b. There should be one copy of this *Test Administration Manual* for each Test Administrator or licensed proctor.
		   c. Each student will need a No. 2 pencil with an eraser. A supply of extra No. 2 pencils should be on hand.
		   d. Ensure that you have enough scratch paper: one (1) piece per student for the Mathematics: Part 2 test, each with the second student label affixed in its upper right-hand corner.

	5.	Apply student barcode labels or complete the demographic information on the back of the students' test booklets as necessary, according to the directions.
	6.	Make the necessary physical arrangements in the room. Arrange seating, cover or remove visual aids, and make whatever adjustments are needed for lighting, heating, ventilation, and control of visual or noise distractions.
	7.	Post a "TESTING: PLEASE DO NOT DISTURB" sign on the classroom door.
	8.	Review the appropriate test administration script (i.e., Part 2 of this manual) before beginning each testing session.
B. During Testing		
	1.	Follow the directions exactly as they appear in this *Test Administration Manual*.
	2.	Monitor students during the tests to make sure that they are working on the correct test pages and that they are marking responses in the proper place and manner.
C. After Testing		
	1.	Verify that the number of test booklets being returned is equal to the enrollment count for each classroom by using the Test Booklet Security Form. Each Test Administrator must initial in the "Out" column under "Test Booklet Receipt and Return" when the booklets are distributed, and the School Test Coordinator must initial in the "In" column when they are returned and counted each day after testing.
	2.	Verify that all tests have been taken by each student.
	3.	Return all test booklets and other testing materials, such as scratch paper and this *Test Administration Manual*, to your School Test Coordinator. Each Test Administrator must initial in the "Out" column under "*Test Administration Manual* Receipt and Return" when the manuals are distributed, and the School Test Coordinator must initial in the "In" column when they are returned and counted each day after testing.
	4.	Complete Affidavit 3—Test Administrator Security Form, as required.

Please refer to the hard copy version of the Test Administration Manual for Grade 1 for Part 2: Administer the Tests (pages 17–40).

Before the School Test Coordinator returns the test materials to the District Test Coordinator, materials must be prepared as follows.

Collect Test Materials from Students after Test Administration

All test booklets and scratch paper (used and unused) must be collected from students immediately after the conclusion of test administration. Test materials must be kept secure at all times except during formal testing sessions as per the Arkansas Department of Education Test Security Guidelines. Any test booklets or *Test Administration Manual*s not accounted for by the district will be reported to the Arkansas Department of Education.

Stack and Count All the Scorable Materials for Your Classroom

Stack and count the used test booklets. Alphabetizing is not necessary, but it may facilitate the identification of lost or misplaced test booklets.

Return Test Materials to the School Test Coordinator

Return your stack of test materials, **including this *Test Administration Manual***, to your School Test Coordinator. All test materials, both used and unused, must be returned promptly after testing is completed. Prepare the materials as follows:

A. Test Booklets **(Used)**

1. Separate **used** test booklets from unused test booklets.
2. Label the stack of used test booklets with the word "USED," the number of **used** test booklets, the range of security ID numbers in each stack, and your school name.

B. Test Booklets **(Unused/No Student Label Affixed)**

1. Label the stack of **unused** test booklets with the word "UNUSED," the number of **unused** test booklets, the range of security ID numbers in each stack, and your school name.

C. *Test Administration Manual*s

1. Organize all manuals in security ID number order with the lowest number on top and the highest number on the bottom.
2. Label the stack of manuals with the school name, the number of manuals, and the range of security ID numbers in the stack.

D. Scratch Paper (Used and Unused)

Check Test Booklets after Testing

The best way to ensure accurate and timely reports is for the School Test Coordinator to carefully prepare the test booklets for scoring. Immediately after the testing session, the School Test Coordinator will collect the test materials from the students and check the physical condition of the materials, including dark, clear marking of any hand-filled information. Then the test booklets will be checked for accurate student identification information.

Review Physical Condition of the Test Booklets

Some conditions interfere with the electronic scoring process and/or can cause delays. Please check all the test booklets for the following:

- Erase any stray marks.
- Darken black any light response marks and make sure the circles are filled completely.
- Complete any erasures where the student changed answers.

Check the student identification information on all test booklets. Review the data for accuracy and check for legibility of any entries that have been made manually. All marks should be solid and dark.

Complete the "Teacher Use Only" Box after Test Administration

Fill in the "Teacher Use Only" box on the back cover of the test booklet **after** all testing is completed. The School Test Coordinator or the person **authorized** to mark the Free and/or Reduced Lunch section are the only persons who should mark this box. Verify that students did not mark any circles in the "Teacher Use Only" box.

In the "Teacher Use Only" box, Special Education Accommodations, Migrant Student, Highly Mobile, LEP student less than one year in the U.S., LEP Accommodations, and Student NOT Tested should be filled in for students after test administration, as needed. The additional sections listed (Monitored Former LEP, ESI Codes, Free and/or Reduced Lunch, Gifted and Talented, and Limited English Proficient (LEP)) only need to be filled in if a student label is not available.

Important: A student label **must** be used on a student consumable test booklet or the Student Not Tested Form if one is provided for a student and the student's school, grade, State ID number, and last name are correct. If the student's school, grade, State ID number, and/or last name are incorrect, a student label cannot be used and all demographic information on the consumable test booklet must be filled in. Information provided by the ADE from eSchoolPLUS will override anything coded for the following sections of the "Teacher Use Only" box: Monitored Former LEP, ESI Codes, Free and/or Reduced Lunch, Gifted and Talented, and Limited English Proficient (LEP). If information for a student is incorrect, it must be updated in eSchoolPLUS prior to testing.

TEACHER USE ONLY	SPECIAL EDUCATION ONLY			○ Free and/ or Reduced Lunch	LEP ONLY
	ESI Codes				○ Limited English Proficient (LEP)
	① AU	⑤ MD	⑨ SLD		
	② DB	⑥ OI	⑩ SI	○ *Migrant Student	○ *LEP student less than one year in the U.S.
	③ HI	⑦ OHI	⑪ TBI		
	④ MR	⑧ ED	⑫ VI		*LEP Accommodations
Monitored Former LEP ○ Year 1 ○ Year 2	*Special Education Accommodations			○ Gifted and Talented	① LEP - ET
					② LEP - WTWD
	① TRAN		⑧ MD	*Highly Mobile	③ LEP - IS
Student NOT Tested Mark the reason in box 8 on page 33.	② REC		⑨ NB	○ Student enrolled in school/ district after October 1, 2014	④ LEP - PREF
	③ SIGN		⑩ IS		⑤ LEP - SMGT
	④ PREF		⑪ ET		⑥ LEP - INT
	⑤ SMGT		⑫ LPT		⑦ LEP - RST
	⑥ INT		⑬ BT		⑧ LEP - NB
	⑦ RST		⑭ AB		

Coding for Monitored Former LEP. A student's Monitored Former LEP status does not need to be coded on the consumable test booklet if a student label is used. If a student label is not used, complete the Monitored Former LEP section of the "Teacher Use Only" box, as appropriate. Fill in the circle for Year 1 if the student is in the first year of monitoring, and fill in the circle for Year 2 if the student is in the second year of monitoring.

Monitored Former LEP (MFLEP) students include:

- students who have exited out of a language instruction educational program funded by Title III into classrooms that are not tailored for LEP students;
- students who were exited from ESL services and whose academic progress is being monitored for two years in the regular education classroom as required by federal law; and
- students who were identified as LEP at some time in the prior two years but who no longer meet the state's definition of LEP.

Coding for ESI (Exceptional Student Identification). A student's ESI code does not need to be coded on the consumable test booklet if a student label is used. If a student label is not used, and the student participated in the testing and is part of a specific educational program, fill in the appropriate circle in the section labeled "ESI Codes." Choose the correct category for each exceptional student according to the list below. Fill in **only one** circle for numbers 1–12. If more than one condition exists, fill in the circle for the **primary** condition. Note that number 5 is MD for students with multiple disabilities.

1 AU autism	7 OHI other health impairment
2 DB deaf-blindness	8 ED emotional disturbance
3 HI hearing impairment	9 SLD specific learning disability
4 MR mental retardation (both TMR and EMR)	10 SI speech/language impairment
5 MD multiple disabilities	11 TBI traumatic brain injury
6 OI orthopedic impairment	12 VI visual impairment

Coding for Special Education Accommodations. Complete the Special Education Accommodations section of the "Teacher Use Only" box, as appropriate, regardless of whether or not a student label is used. Fill in **only one** circle. If more than one accommodation was allowed, fill in the circle for the **primary** accommodation.

1 TRAN*   a teacher transfers answers from the student's test booklet to an answer document or a consumable test booklet

2 REC*   a teacher records the student's verbal responses and places them into the student's answer document or consumable test booklet

3 SIGN   directions signed for a student with a hearing impairment

4 PREF   preferential seating (study carrel)

5 SMGT   small group testing

6 INT   individual testing

7 RST*   reading of the science test

Important: *No portion of the reading or vocabulary test may be read to any student!*

8 MD   magnifying devices

9 NB   noise buffer

10 IS   individualized scheduling

11 ET   extended time

12 LPT*   Large Print test booklet (not available for the *Iowa Assessments*)

13 BT*   Braille test booklet (not available for the *Iowa Assessments*)

14 AB   abacus

Do not code the Special Education Accommodations section for students with a 504 Plan. However, students may still receive accommodations that are in their 504 Plans and used regularly in the classroom.

*The Test Administrator will complete the Affidavit Waiver Form.

Note: Extended time means that the whole school day may be used for the portion of the test that is scheduled for that day. When extended time is allowed, students must complete each session in the order scheduled before moving on to the next session. Students who are at different points in the test schedule must be isolated from students on the regular schedule for testing, during breaks, and during lunch. Extended time does not allow students to go back into a session at a later time in the day to continue working or to complete unfinished items.

Coding for Free and/or Reduced Lunch. A student's eligibility for Free and/or Reduced Lunch does not need to be coded on the consumable test booklet if a student label is used. For students without labels, only the School Test Coordinator or the person authorized in the agreement signed by the school with Child Nutrition can code the section for students eligible for Free and/or Reduced Lunch. This information must be filled out after testing is completed. This section cannot be marked by the Test Administrator. (Refer to Commissioner's Memo #FIN–09–041; the contact person is Suzanne Davidson at 501-324-9502.)

Coding for Migrant Student. Complete the Migrant Student section of the "Teacher Use Only" box, as appropriate, regardless of whether or not a student label is used. In the section labeled "Migrant Student," fill in the circle for any student meeting the following guidelines: children of migratory agricultural workers or migratory fishers, including children who are workers themselves and the spouses of such workers, who have been identified by the Migrant Education Program (MEP) as migrant children.

For questions related to migrant student information, please have the District Test Coordinator contact Stan Young at 501-324-9660.

Coding for Gifted and Talented. A student's status as Gifted and Talented does not need to be coded on the consumable test booklet if a student label is used. If a student label is not used, complete the Gifted and Talented section of the "Teacher Use Only" box, as appropriate.

Coding for Highly Mobile. Complete the Highly Mobile section of the "Teacher Use Only" box, as appropriate, regardless of whether or not a student label is used. In the section labeled "Highly Mobile," fill in the circle for any student enrolled in the school or moving between schools after October 1, 2014.

Coding for Limited English Proficient (LEP). A student's status as Limited English Proficient does not need to be coded on the consumable test booklet if a student label is used. If a student label is not being used and the student is designated as Limited English Proficient, fill in the circle labeled "Limited English Proficient (LEP)." If an LEP student is also participating in a special education program, fill in the appropriate circle (1–12) in the ESI Codes section and the LEP circle.

Coding for LEP student less than one year in the U.S. If a student is Limited English Proficient and has been in the U.S. less than one year, fill in the circle, regardless of whether or not a student label is used.

Coding for LEP Accommodations. Complete the LEP Accommodations section of the "Teacher Use Only" box, as appropriate, regardless of whether or not a student label is used. Fill in only one circle. If more than one accommodation is allowed, fill in the circle for the primary accommodation.

Important: Special education accommodations take precedence over LEP accommodations for students who are both Limited English Proficient and participate in special education programs. If a student with disabilities is also Limited English Proficient, mark only the Special Education Accommodations section. The only circumstance in which both the Special Education Accommodations section and LEP Accommodations section may be marked is if the student received the LEP accommodation of using a word-to-word dictionary.

1 LEP-ET   extended time

2 LEP-WTWD   word-to-word dictionary

3 LEP-IS   individualized schedule

4 LEP-PREF   preferential seating (study carrel)

5 LEP-SMGT   small group testing

6 LEP-INT   individual testing

7 LEP-RST*   reading of the science test in English

Important: *No portion of the reading or vocabulary test may be read to any student!*

8 LEP-NB   noise buffer

*The Test Administrator will complete the Affidavit Waiver Form.

Note: Extended time means that the whole school day may be used for the portion of the test that is scheduled for that day. When extended time is allowed, students must complete each session in the order scheduled before moving to the next session. Students who are at different points in the test schedule must be isolated from students on the regular schedule for testing, during breaks, and during lunch. Extended time does not allow students to go back into a session at a later time in the day to continue working or to complete unfinished items.

Coding for Student NOT Tested. A consumable test booklet or Student Not Tested Form **must** be submitted for any student who was scheduled to take the *Iowa Assessments* and/or received a label but **took NO portion of the test.** All student labels sent to schools must be used on consumable test booklets or Student Not Tested Forms. If it is known in advance of testing that a student who received a label will not be testing, please use the Student Not Tested Form to record the reason not tested. If a student does not test and his or her label has been placed on a consumable test booklet or the student did not receive a student label, follow the instructions below.

Fill in the circle for the appropriate reason code (mark ONLY one) on the inside back cover of the student's consumable test booklet. All student labels sent to schools must be used on consumable test booklets or Student Not Tested Forms. If the reason the student did not test is not listed, or if the student refuses to take all portions of the test, the District Test Coordinator must contact the ADE Office of Student Assessment at 501-682-4558 for further instructions.

All of the information (as appropriate for the student) requested on the back cover of the consumable test booklet must be completed.

Important: Fill in circle 15, SRT (Student REFUSED to Test) in the "Student NOT Tested" section for any student who refused to take all portions of the test. The Test Administrator must notify the School Test Coordinator of any student refusing to take **all** portions of the test. (The School Test Coordinator will then contact the District Test Coordinator who will then notify the ADE Office of Student Assessment.)

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

DEVELOPED FOR THE ARKANSAS DEPARTMENT OF EDUCATION, LITTLE ROCK, AR 72201